

**2004 Utah Head Start-State  
Collaboration Office Report and  
Case Study/Process Evaluation**

**SUBMITTED BY:**



**November 29, 2004**

## Utah Head Start-State Collaboration Office

The Utah Head Start-State Collaboration Office creates a visible Head Start presence at the state level and builds statewide partnerships to unite existing programs that serve pregnant women and children birth through five years of age and their families into a network of support and collaboration.

The Collaboration Office is responsible for supporting the coordination of Head Start services with health care, education, child care, welfare, family literacy services, services for children with disabilities, services for homeless children and families, and community services.

Janna Forsgren, Utah Head Start-State Collaboration Director  
 Utah Department of Health  
 Division of Community and Family Health Services  
 Child, Adolescent and School Health Program  
 PO Box 142001  
 Salt Lake City, UT 84114-2001  
 Phone: (801) 538-9312  
 Fax: (801) 538-9409  
 Email: [jannaforsgren@utah.gov](mailto:jannaforsgren@utah.gov)

## Early Intervention Research Institute

The Early Intervention Research Institute at Utah State University conducts surveys, collects information, and compiles an annual report on the effectiveness of the Utah Head Start-State Collaboration Office in its efforts to create partnerships that lead to the accomplishments of the goals and objectives of this office.

Kay Hansen, Senior Research Associate  
 Early Intervention Research Institute  
 6580 Old Main Hill  
 Utah State University  
 Logan, UT 84322-6580  
 Phone: (435) 797-0088  
 Fax: (435) 797-2019  
 Email: [kay.hansen@usu.edu](mailto:kay.hansen@usu.edu)

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**Any document highlighted in *bold* in this report, or additional detailed information, is available upon request from the Utah Head Start-State Collaboration Office by contacting Janna Forsgren.**

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## **Overview of Head Start Programs in Utah**

Information Compiled by the Utah Head Start-State Collaboration Director

Head Start and Early Head Start comprehensive child development programs serve low-income children and their families. Authorized under the Federal Economic Opportunity Act of 1964, Head Start increases the social competence of children with the overall goal of improving school readiness and preparing preschool children for future success. Early Head Start, established by the 1994 Head Start Reauthorization Act, extends vital services to low-income, pregnant women and families with infants and toddlers.

Head Start grantee agencies provide a range of individualized services in the areas of education and early childhood development; medical, dental and mental health; nutrition; and parent involvement. Children are eligible to participate in Head Start if their families meet the poverty guidelines updated annually in the Federal Register by the U.S. Department of Health and Human Services.

Utah has 15 federally funded Head Start grantee agencies. Eight of these grantee agencies, including a Native American Head Start grantee, serve children ages three through five and their families. Utah also has six Early Head Start grantee agencies that serve pregnant women, and children birth to age three and their families, and a Migrant Head Start grantee that serves children birth through age five and their families. There are a total of 12 Head Start/Early Head Start programs throughout the State, as some programs service more than one grant.

Some Head Start programs offer extended or full-day classes that are generally reserved for families with parents who are either working full-time or in school. Some Head Start programs have expanded their services to run throughout the entire year. Individual programs provide services based on community needs. Early Head Start programs operate year-round and some provide full-day services for qualifying families.

At least 7,100 Utah children participating in Head Start programs annually receive a developmental assessment and their progress is tracked in the following areas of learning and development: 1) parent/child interactions; 2) learning development; 3) literacy; 4) mathematics; 5) science; 6) creative arts; 7) social and emotional development; 8) approaches to learning; and 9) physical health and development.

At least 6,551 Utah families participating in Head Start programs annually gain skills, experiences and resources that help them create workable strategies to accomplish their goals. Goals include obtaining economic self-sufficiency, enhancing knowledge of child development issues and practices, and developing leadership skills.

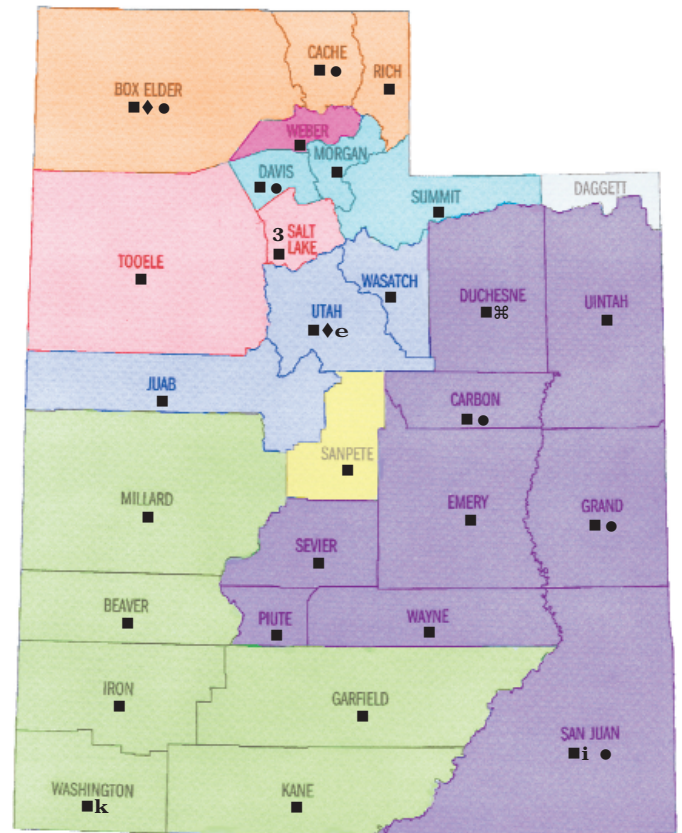
Head Start is a federal to local program that is administered by the U.S. Department of Health and Human Services, Administration for Children and Families. Head Start programs in Utah are not managed or funded by Utah State government. Head Start programs in Utah receive 80 percent of their total operating cost from the federal government and 20 percent is contributed by the respective community.

# Map of Head Start Programs in Utah

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- Bear River Head Start & Early Head Start  
(435) 755-0081
- Davis/Morgan/Summit Head Start & Early Head Start  
(801) 402-7309
- Mountainland Head Start  
(801) 375-7981
- Ogden-Weber Community Action Partnership Head Start  
(801) 399-9281
- Rural Utah Child Development Head Start & Early Head Start  
(435) 637-4960
- Salt Lake Community Action Program Head Start  
(801) 977-1122
- Southern Utah University Head Start  
(435) 586-6070
- Centro de la Familia de Utah Migrant Region VIII Head Start Program  
(801) 521-4473
- ◆ Centro de la Familia de Utah Migrant Head Start Program  
(801) 521-4473
- ⌘ Ute Indian Tribe Head Start  
(435) 722-4506
- k** The Learning Center for Families Early Head Start  
(435) 673-5353
- e** Kids On The Move Early Head Start  
(801) 221-9930
- New Program This Year:  
**3** DDI Vantage Early Head Start Program  
(801) 266-3939
- Navajo Nation Head Start Grantee  
**i** Window Rock, Arizona  
(520) 283-5608

\*Some programs service more than one grant  
**i** Program based in Arizona



- = Head Start program serving children ages 3-5
- = Early Head Start program serving children ages 0-3 and pregnant women, where the HS and EHS grantee are the same entity.

## Utah Head Start Association

Chris Jones, Current Director Chair  
Kids On The Move Early Head Start  
475 West 260 North  
Orem, UT 84057

Phone: (801) 221-9930  
Fax: (801) 221-0649  
e-mail: [cjones@kotm.org](mailto:cjones@kotm.org)

## Overview of Utah Head Start-State Collaboration Office

### ***Purpose***

According to the Head Start Act, the purpose of Head Start-State Collaboration Offices is to create a visible presence at the state level that can assist in the development of significant, multi-agency and public-private partnerships between Head Start and the States.

Since Head Start is a federal to local program, it is important that Head Start programs in Utah participate in state initiatives and decision-making. This participation increases their ability to form community partnerships to better serve children and families. Head Start programs realize the need to create a mutually-developed agenda with the State which will benefit children and their families.

### ***Mandated Goals***

The U.S. Department of Health and Human Services, Administration for Children and Families through the Head Start Bureau funds Head Start-State Collaboration Offices in all of the States. These offices are mandated to:

1. Help build early childhood systems and access to comprehensive services for all low-income children;
2. Encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives and augment Head Start's capacity to be a partner in State initiatives on behalf of children and their families; and
3. Facilitate the involvement of Head Start in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.

### ***Mandated Priority Areas***

As excerpted from section 640 (3) (C) of the Head Start Act (as amended October 27, 1998), the Head Start-State Collaboration Offices ensure that the collaboration involves the coordination of Head Start services with:

- 1) health care
- 2) education
- 3) child care
- 4) welfare
- 5) family literacy services
- 6) services to children with disabilities
- 7) services to homeless children and families
- 8) community services

All eight priority areas are covered over the five year period of the grant award. On a yearly basis, certain priority areas will take a particular focus.

### ***Location***

The Utah Department of Health (UDOH) was awarded the Utah Head Start-State Collaboration Office in 1996. The Collaboration Office is housed in the Division of Community and Family Health Services, Maternal and Child Health Bureau, in the Child, Adolescent and School Health Program. The UDOH provides additional in-kind administrative and fiscal management support for the Collaboration Office.

### ***Approach***

The Collaboration Office establishes a single point of contact for Head Start in Utah to serve as a resource for State agencies by providing information about Head Start services, policies and initiatives. This office also serves as a resource for Head Start programs in learning about and accessing state programs and initiatives.

The Utah Head Start-State Collaboration Director is responsible for project management and coordination of activities. The Collaboration Director works at the state level to build partnerships for Head Start and to work on state initiatives and early childhood systems development for Utah. The Collaboration Director has built strong working relationships with Head Start programs, State agencies and early childhood programs since June 1997.

### ***Partner Organizations***

The Utah Head Start-State Collaboration Director works with the following State departments, agencies, and organizations in order to enhance the ability of Utah children to enter school healthy and ready to learn:

- Utah Office of Child Care to increase access to quality child care services for families.
- Utah State Office of Education to increase access to preschool programs for children, including services for children with disabilities, and to increase coordination with school districts.
- Utah Department of Health to increase access to health, mental health, and dental services, including services for children with disabilities and special health care needs.
- Utah Department of Workforce Services to facilitate coordination of temporary services for needy families and assist families in acquiring the ability to become self-sufficient.
- Utah Department of Human Services to increase mental health services for children and families, and child protection services for children.
- Utah Early Childhood Council and the Utah Kids Link Project to coordinate and improve long-range, comprehensive early childhood systems building efforts.
- Voices for Utah Children to coordinate child advocacy activities.
- Child Care Resource & Referral Agencies to coordinate shared training opportunities and facilitate referrals.
- Utah Head Start Association, Utah Association for the Education of Young Children, Professional Family Child Care Association, and the Utah Private Child Care Association to facilitate shared training opportunities and advocate for quality services for children and families.
- Utah PTA and Utah Family Centers to promote leadership development and encourage families, schools and communities to work together.



- Utah State University, Early Intervention Research Institute to evaluate the effectiveness of the Collaboration Office and receive input into future goals and activities.

### ***Strategies and Outcomes***

The purpose of the Utah Head Start-State Collaboration Office is to create a visible Head Start presence at the state level and to assist Head Start programs in building partnerships with other agencies that serve children from birth through five years of age and their families.

The Utah Head Start-State Collaboration Office has a very unique role of initiating and effecting systemic change throughout a broad array of mandated areas: health care, child care, education, welfare, literacy, services for children with disabilities, community services, and services for homeless children and families.

This concept of collaboration and early childhood systems development includes helping programs move from interagency communication and networking to coordination, cooperation and eventually establishing mutually beneficial relationships and agreements for achieving common goals. The goal of the Collaboration Office is to build a state-level network of comprehensive, collaborative services for all children in Utah and to provide additional support systems for their families. The Utah Head Start-State Collaboration Office also assists local community efforts of early childhood interagency collaboration.

The Collaboration Office utilizes many different strategies and approaches in accomplishing the mandated goals. Some of these strategies include: 1) taking the leadership role; 2) facilitating interagency meetings; 3) linking partners together; 4) providing information, resources and technical assistance; 5) providing funding for local level interagency collaboration and training events; 6) facilitating interagency agreements; 7) providing public education materials; and 8) many other strategies.

The outcomes of the Collaboration Office are collaborative efforts contributed to or performed by many. At times the Collaboration Office has the sole responsibility, but the majority of the time many early childhood partners are involved. This report outlines the collaborative outcomes accomplished through the Utah Head Start-State Collaboration Office throughout program year 2003 – 2004. Many of these activities are a continuation from previous years and some are ongoing efforts.

## **Building Early Childhood Systems and Improving Access to Comprehensive Services for Children and Families**

### ***Strategy***

Promote the development of coordinated early childhood systems and services for children in Utah (from birth through age eight) and their families and collaboration among agencies, organizations, service providers, and parents.

### ***Outcomes***

- Active as the lead chair of the Early Childhood Council from 1999 – 2003 to promote the development of coordinated early childhood systems and to facilitate collaboration at the state level.
- Presently serve on the Early Childhood Council to continue to assist with the development of coordinated early childhood systems.
- ***Utah's Early Childhood Blueprint for Progress*** developed and distributed to 5,000 early childhood professionals, agencies, and families. Promoted early childhood services and programs to work in unison with one another and with agencies, schools, and health centers to effectively serve young children and their families.
- ***Map of Utah's Early Childhood Services*** developed and presented to 101 attendees at the Utah Early Childhood Leadership Summit. This document outlined the direct services for children birth through age eight, direct services for families, and early childhood system support resources in order to assist with referrals and ensuring families are able to access the full range of child care, health care, social services, and education resources available to them.
- ***Utah's Early Childhood Matrix*** developed for the State Maternal and Child Health Early Childhood Comprehensive Systems Grant to identify current early childhood programs/services and support systems.

### ***Strategy***

Promote the development of a universal application for accessing information and early childhood services for Utah families with young children.

### ***Outcomes***

- Five Head Start programs participated in Utah's Universal Application System (UAS) pilot program. The UAS is a web-based application process designed by the Early Intervention Research Institute at Utah State University, for Utah families who have young children (from birth to age five), especially those with special needs. The UAS enables families to participate in an online application screening process and lets them complete the applications they need or want online for a variety of programs and community resources including Medicaid, Supplemental Nutrition Program for Women, Infants, and Children (WIC), and Baby your Baby, Head Start and Early Head Start. For a guided tour of UAS, visit [www.utahclicks.org](http://www.utahclicks.org).

### ***Strategy***

Improve access to medical, dental, and mental health services for Head Start families by assisting Head Start programs with forming partnerships in the public health community.

### ***Outcomes***

- A Head Start Health Specialist was trained as a Child Care Health Consultant to assist with providing technical assistance to child care providers to ensure that children are in healthy and safe child care environments.
- Participated in the planning and implementation and follow-up of the Head Start/Early Head Start Oral Health Summit. Worked in liaison with 60 participants to develop action plans to improve the oral health status of children served by Early Head Start/Head Start Programs.
- Attended Governor's Immunize by Two Task Force meetings to represent Head Start and to facilitate the inclusion of local Head Start programs in state-level efforts.
- Technical assistance and resources on assisting undocumented families in establishing a medical home (ongoing, comprehensive, consistent medical provider) were made available to one Head Start program requesting this assistance. Technical assistance included contacting the local health department, community health center, and the Baby Your Baby Program.
- Technical assistance and resources on health services and information were made available to Native American families and Spanish speaking families provided to two Head Start programs requesting this assistance. Technical assistance included contacting the local health department, Covering Kids Coalition Chair, Ethnic Health Advisory Committee Chair, Director of Indian Affairs, and a document on ***Accessing Health Services for Head Start for Head Start Programs***.
- Head Start Health Specialists and Child Health Evaluation and Care (CHEC) Coordinators collaborated to address dental care access issues.
- Head Start programs linked with the Utah Statewide Immunization Information System (USIIS). This allowed Head Start to become authorized users of this central repository for all individual's immunization records in Utah.
- Media releases and information regarding the Child Health Insurance Program (CHIP) open enrollment event provided to all Head Start programs to facilitate access to health insurance.
- The Collaboration Director participated in 23 hours of hands-on training using *Systems Development* curriculum from the Maternal and Child Health Leadership Skills Training Institute.
- Partnership established with the Utah Department of Human Services, Division of Child and Family Services and the Division of Mental Health, in the areas of shared training on child abuse and neglect and family preservation, and mental health services.
- Twelve Head Start programs were surveyed on the current status of accessing health services and records for Head Start families. Survey results include:
  - \* All Head Start programs reported that establishing medical homes (ongoing, comprehensive, consistent medical provider) for Head Start families was going well; no problems that need assistance; follow-up was sometimes difficult.
  - \* Dental homes were harder to establish.
  - \* Head Start programs saw a decrease in emergency room visits.
  - \* Two programs were being charged to access health records from local doctors.

- \* Special Supplemental Nutrition Program for Women, Infants and Children (WIC) partnerships were going well and all programs felt the state level Memorandum of Understanding was very helpful in establishing local level agreements.
- \* CHIP insurance was a big problem for some Head Start programs; in the past, open enrollment was held before families had been enrolled for the year.
- \* Community Health Centers were very helpful.
- \* Immunization Care-a-Van and access to the Utah Statewide Immunization Information System (USIIS) were helpful.
- \* There seemed to be more health services and resources available for Head Start families.
- \* Working parents had a hard time getting to appointments; doctor's offices needed to have extended hours and be open on Saturday.
- \* Lack of transportation for families to get to appointments was a challenge.
- \* Optometrists could not do vision screening; Head Start programs needed training in this area.
- \* Early Head Start programs needed family planning education.
- \* The Mental Health Divisions in six counties in central Utah did not serve young children.
- \* Additional resources for funding dental work for Head Start children was needed.

### ***Strategy***

Provide technical assistance and follow-up activities to assist with the implementation of action plans developed at the Utah Early Head Start/Head Start Oral Health Forum.

### ***Outcomes***

- Ten Head Start programs received a technical assistance visit from the UDOH Oral Health Specialist and the Collaboration Director to provide assistance with implementing activities.
- Outcomes from the Utah Head Start/Early Head Start Oral Health Forum and follow-up collaboration with the UDOH Oral Health Specialist include:
  - \* Head Start Health Specialists incorporated an ***Oral Health PowerPoint Presentation***, developed by the Oral Health Specialist, into their training packets for teachers, staff meetings, and parent education.
  - \* Three oral health brochures (***Pregnancy and Oral Health, Your Baby's Teeth, and Dental Visits for You and Your Child***) were widely distributed to Head Start families in English and Spanish.
  - \* Head Start families have received oral health educational presentations. These educational activities included parent meetings, newsletter articles, brochures distribution, home visits, and dental hygiene student presentations.
  - \* A database of dentists in their community that accept Medicaid and/or CHIP, that see young children, and/or that speak Spanish was developed by each local Head Start/Early Head Start Program. However, that database may or may not be sufficient for their needs.
  - \* Three Head Start programs had a pediatric dentist serving on their Health Advisory Board.
  - \* Four Head Start programs received support from United Way in paying for dental care.
  - \* Most Head Start programs utilized the community health centers, Family Dental Plan, and/or the mobile dental clinic. In the communities where a dental hygiene program was located, the hygiene students were a resource for education and preventive care.

- \* Many Head Start programs had a dentist or other dental professional make presentations to the children in the classroom. This was a positive experience for the teachers and the students.
- \* Three Head Start Health Specialists attended the Utah Dental Association Annual Convention.
- \* Six Head Start Health Specialists were connected with their local Child Health Evaluation and Care (CHEC) Coordinator and at least two programs had the CHEC Coordinator sitting on their Health Advisory Board.
- \* Partnerships with WIC and local health department nurses were established.
- \* Head Start Health Specialists who attended the Forum thought their knowledge base had increased and access to dental services increased in their communities.
- \* Barriers still existed; such as a limited number of dentists accepting Medicaid, clients having to travel long distances, and few dentists seeing very young children.

### ***Strategy***

Improve access to child care services for Head Start families by assisting Head Start programs with forming partnerships in the area of child care.

### ***Outcomes***

- Utah Office of Child Care Data and Research sub-committee meetings attended to represent Head Start. Child care data shared with Head Start Directors to assist with Head Start child care partnerships and meeting the child care needs of Head Start families.
- Head Start programs received updates on the programs, activities, and initiatives of the Office of Child Care to assist with meeting the child care needs of Head Start families.
- *Play Safe! Be Safe!* Workshop, sponsored by the BIC Corporation, was planned and promoted by the Collaboration Office and the Utah Head Start Association. This shared training opportunity was attended by over 300 Head Start teachers and child care providers. Everyone who attended this workshop received a fire safety kit to use with teaching fire safety to young children.

## **Encouraging Widespread Collaboration and Partnering with State Initiatives**

### ***Strategy***

Assist the Utah Head Start Association in identifying the state committees that would benefit from Head Start representation in order to build collaborative partnerships and facilitate interagency coordination.

### ***Outcomes***

- Head Start was represented on the following committees by either a Head Start program staff person and/or the Utah Head Start-State Collaboration Director. Information and resources from committee work was shared with all Head Start Program Management Teams through the Utah Head Start Bulletins.
  - Governor's Initiative on Families Today (GIFT)
  - Utah Family Center Advisory Board
  - Utah Healthy Child Care America Advisory Board
  - Early Childhood Literacy Alliance
  - Early Childhood Council
  - Office of Child Care Advisory Committee
  - Child Care Licensing Advisory Committee
  - Utah Oral Health Coalition
  - WIC Partnerships Committee
  - Child Care Provider Conference Planning Committee
  - Covering Kids and Families Coalition
  - Child Care Health Consultant Advisory Board
  - Utah Early Learning Guidelines Committee
  - Early Childhood Conference Planning Committee
  - Special Education Preschool Conference Planning Committee
  - Utah Issues
  - Governor's Immunize by Two Task Force
  - Governor's Read with a Child Initiative
  - Utah Reads Alliance
  - Utah Reads Alliance Family Sphere

### ***Strategy***

Improve coordination of early childhood services among professionals who work with young children and families and promote community-level decision making by creating state and local partnerships.

### ***Outcomes***

- Funding and technical assistance was provided to support six regional early childhood interagency councils to strengthen and enhance Utah's early childhood infrastructure of comprehensive services for children and families at the local level.

***Strategy***

Support the professional development of early childhood professionals to promote increased quality of early childhood services for children and families.

***Outcomes***

- Funding provided to support the Utah Early Childhood Conference to provide training to child care providers, Head Start teachers, and other early childhood services providers.
- Funding provided to support the Utah Head Start Association Conference to provide training to Head Start staff and parents.
- Supplemental funding received to begin to address barriers with institutions of higher education to assist Head Start teachers and family service workers in obtaining degrees and to provide an infrastructure, tools, and resources for Head Start programs. Additionally, Head Start programs, Community Action Agencies, child care and other early childhood programs will benefit from increased shared training and technical assistance opportunities.
- Twelve Head Start programs received site visits from the Utah Head Start Technical Assistant Specialist and the Utah Head Start-State Collaboration Director to gather information to assist with identifying early childhood professional development assets, partnerships and needs in various regions of Utah.

***Strategy***

Continue to establish partnerships and linkages between Head Start and other state initiatives that provide family literacy services to strengthen services and to increase access to literacy development services for children and adults.

***Outcomes***

- Governor Olene Walker's "Read with a Child" Initiative supported through the assistance with: 1) the creation of literacy backpacks; 2) developing a literacy development guidebook for parents; 3) providing funding for printing the guidebook; and 4) participating on the Governor's evaluation team.
- Utah Reading Alliance meetings were attended by the Utah Head Start-State Collaboration Director.
- Governor Olene Walker's Literacy Summit/Early Childhood Symposium was attended by the Head Start-State Collaboration Director, and resources and information shared through the Utah Head Start Bulletins.
- Approximately 6,000 Head Start families received Governor Olene Walker's Early Literacy Backpacks.
- Approximately 4,000 Head Start families received Governor Olene Walker's Summer Full of Reading Challenge materials.
- Partnership created with Utah's new Even Start Coordinator to facilitate coordination and collaboration between Head Start Programs and Even Start programs throughout the state.
- Adult education resources from the State Office of Education shared with Head Start programs.

***Strategy***

Encourage collaboration with welfare systems to increase economic self-sufficiency and employability of low-income families.

***Outcomes***

- Twelve Head Start programs received mailing labels for Utah families receiving Temporary Assistance for Needy Families (TANF) services from the Utah Department of Workforce Services in order to assist with informing the Department's TANF customers of Head Start services they are eligible to participate in.



## **Involving Head Start in the Development of State Policies, Plans and Processes**

### ***Strategy***

Create a visible Head Start presence at the state level to coordinate State and Federal programs and to facilitate the creation of a mutually developed agenda that will benefit low-income children and families in Utah.

### ***Outcomes***

- Head Start Program Information Report (PIR) data was incorporated into the Utah KIDS COUNT data book, which was produced by Voices for Utah Children. The Head Start-State Collaboration Director participated in the press release of this report.
- Monthly Head Start Bulletins and Collaboration Office Updates were developed and distributed to Head Start programs to keep them informed on state initiatives and how to get involved.
- Governor's Education Commissioner received information on Head Start programs in Utah and answers to questions about reauthorization of the Head Start Act.
- Governor's Initiative on Families Today (GIFT) Advisory Board meetings were attended by the Utah Head Start-State Collaboration Director in order to work on forming partnerships to strengthen families.
- 6,000 Head Start families received GIFT Marriage Packets which included: 1) Building a Successful Marriage handbook; 2) Prevention and Relationship Enhancement Program brochure; 3) Parent's Guide to Dealing with Stress pamphlet; and 4) bookmarks with relationship tips.

### ***Strategy***

Facilitate the development of state-level agreements between Head Start programs and State agencies to ensure coordination and linkages, and create mutually beneficial changes in service delivery systems for children and families.

### ***Outcomes***

- Memorandum of Understanding between Head Start programs in Utah and the State Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) was developed to establish a collaborative relationship to work together to promote and support local efforts to improve program coordination and services delivery.
- Portfolio of all state-level agreements, policy changes, and initiatives was developed by the Utah Head Start-State Collaboration Director on behalf of Head Start. These portfolios were developed and distributed to all Head Start programs in Utah so management team staff can easily access all state-level agreements.

State-level agreements and policy changes include:

- \* *Interagency Agreement for Serving Children with Disabilities between:*  
*Utah State Office of Education*  
*Utah Schools for the Deaf and the Blind*  
*Utah Head Start Association*  
*Utah State Department of Health/Baby Watch Early Intervention Program*

*U.S. Department of Health and Human Services, ACF Region VIII, XI, and XII*

Purpose: To encourage and enhance the further development and implementation of Head Start, Local Education Agency, and Baby Watch Early Intervention Program relationships in order to serve children ages birth through five with disabilities and their families, and to facilitate the development of local collaborative interagency agreements.

- \* *Memorandum of Understanding between the Utah Head Start Association and the Utah Parent Teacher Association (PTA).*

Purpose: To foster collaborative relationships between the Utah Head Start Association and the Utah PTA. The outcomes of this partnership will be leadership development for Head Start staff/parents, PTA volunteers and Head Start families involved in the Utah PTA.

- \* *Memorandum of Understanding by and between the Utah Head Start Association and the Utah Department of Workforce Services.*

Purpose: To provide mailing labels to Head Start programs in Utah for families receiving TANF services to assist with recruitment.

- \* *State-level Interagency Agreement between Utah Head Start Programs and Women, Infants and Children (WIC) Programs.*

Purpose: To facilitate program coordination for low-income children and their families who are eligible to participate in Head Start and the Special Supplemental Nutrition Program for Women, Infants and Children through information/data sharing and referring potentially eligible families to apply to the other's program.

- \* *Child Care Subsidy Policy – Utah Department of Workforce Services.*

Purpose: To clarify how state subsidized child care is paid when the child is enrolled in a Head Start/Early Head Start program and a child care program.

- \* *Child Care Licensing Law – Utah Department of Health.*

Purpose: To clarify how Head Start programs need to comply with Utah State Child Care Licensing Law.

### ***Strategy***

Educate and encourage advocacy efforts, in collaboration with other agencies and parent groups, for needed changes in policies and procedures related to the mandated priority areas of the Collaboration Office.

### ***Outcomes***

- Utah Family Center Advisory Board meetings were attended by the Head Start-State Collaboration Director to include Head Start in uniting advocacy efforts towards strengthening competencies and empowering individuals, families, schools, and communities through character and leadership development.
- Advocacy training from Voices for Utah Children was provided to Head Start parents, staff, and directors.

## Supporting Priorities of the Administration for Children and Families

### *Current ACF Priorities*

**Fatherhood:** Helping men become responsible, committed, involved fathers.

**Healthy Marriages:** Helping couples, who choose marriage for themselves, to develop the skills and knowledge to form and sustain healthy marriages.

**Positive Youth Development:** Promoting relationships with adult role models; safe places with structured activities; healthy lifestyles; opportunities to acquire marketable skills; and opportunities for community service and civic participation.

**Enhancing Early Literacy of Children:** Improving the pre-reading and numeracy skills of young children to improve school readiness.

**Rural Initiatives:** Strengthening rural families and communities.

### *Outcomes*

- Two national Head Start-State Collaboration Directors Network meetings were attended by the Collaboration Director in Washington, D.C. in order to receive updates on ACF priorities and guidance on State implementation.
- Head Start satellite video conferences were held at the Utah Department of Health for Head Start programs who were interested in participating: 1) President's 2004 proposed budget; 2) President's Plan to Prepare Children for Kindergarten; and 3) National Reporting System Updates.
- Region VIII Child Care Administrator's meeting, "Partners on the Journey: Building Early Learning Systems Together" was attended by the Collaboration Director to participate as a part of Utah's state team to work together on the President's Good Start, Grow Smart Initiative.
- Faith-based and community initiatives resources and information was shared through Utah Head Start Bulletins.
- Early literacy development for children resources and information was shared through Utah Head Start Bulletins.
- Four Head Start programs received Literacy Development and Positive Youth Development Grants to provide literacy development opportunities to Head Start children and positive youth development opportunities to high school students.
  - \* At Bear River Head Start/Early Head Start, youth mentors came to the Head Start program in the evenings and worked with Head Start children to promote literacy development. While their children were involved in activities, parents were in training to learn how to help their child grow and develop and to lay a foundation for learning.
  - \* At Ogden-Weber Community Action Partnership Head Start, a Youth Summer Mentoring/Literacy Program was established by Ogden Head Start for middle school and high school students. This program ran for four consecutive weeks Monday through Thursday, from 8:00 a.m. - 2:00 p.m.
  - \* At Salt Lake Community Action Program Head Start, literacy mentoring relationships were developed with five high schools. The students from these schools volunteered in the Head Start classrooms on a regular basis, usually two hours every other week.

- \* At Ute Indian Tribe Head Start, a youth mentoring program was started with high school students on the Uintah and Ouray reservation in Fort Duchesne. This alternative high school spent time in their English class helping these youth mentors to become comfortable with reading to others.
- \* A total of 70 high school students were trained as youth mentors in Head Start classrooms. Training topics included: 1) child development; 2) age-appropriate activities and practices; 3) developmental stages and what literacy components should be used with children at each stage; 4) positive discipline: *Love and Logic*; 5) how to read to children and teach the importance and fun of reading; 6) promoting positive self image in children; 7) questioning techniques to develop comprehensive strategies; and 8) helping children retell stories using picture cues.
- \* A total of 887 Head Start children received literacy development opportunities from youth mentors.

## **The Utah Head Start-State Collaboration Project Case Study/Process Evaluation**

Survey completed and analyzed by Utah State University,  
Early Intervention Research Institute

### ***Overview of the Evaluation Process***

Head Start-State Collaboration Offices are required to complete an evaluation process in order to evaluate the progress and effectiveness of their project. Each state has the latitude to design an evaluation that adequately measures the progress of its Collaboration office. In 2002, the Utah Department of Health, Division of Community and Family Health Services (CFHS) received funding through the Utah Head Start-State Collaboration Grant and in turn contracted with Early Intervention Research Institute to collaborate on the design and implementation of this evaluation.

During April 2002 through September 2002, the Utah Head Start-State Collaboration Director, Janna Forsgren, and EIRI Researcher, Kay Hansen, met to plan and organize activities for the collaboration evaluation. During the implementation phase, historical documents which included collaboration grant applications and previous evaluation plans and reports from other states were reviewed. In 2003, protocol design was completed and data collection activities were initiated. Evaluation data was collected from Utah's Early Childhood Professionals and Head Start Directors/Executive Directors throughout the state during May, June, and July of 2003. Following the completion of data collection, data was reviewed to determine how well the goals were being met and to plan for future activities. The Utah Case Study/Process Evaluation was completed and distributed in September of 2003.

In 2004, the evaluation protocol was modified to reflect current Utah Head Start-State Collaboration Office (UHS-SCO) activities and data collection was completed. Evaluation data was collected from Utah's Early Childhood Professionals and Head Start Directors/Executive Directors during May, June, and July of 2004. Data was then reviewed to determine how well the goals were being met. In addition, the Utah Head Start-State Collaboration Office Report and the Evaluation Report were combined into one document.

### ***Purpose of the Evaluation***

The primary objectives that drove the development and design of the Utah Head Start-State Collaboration Office Evaluation were to:

- Evaluate the degree to which the UHS-SCO has achieved the following:
  1. Assisted in building early childhood systems and access to comprehensive services for all low-income children in Utah;
  2. Encouraged widespread collaboration between Head Start programs and other appropriate programs, services, and initiatives;
  3. Facilitated the involvement of Head Start programs in the development of State policies, plans, processes and decisions affecting the Head Start population and other low-income families.

- Evaluate the impact of the UHS-SCO by surveying Utah's Early Childhood Professionals and Utah Head Start Directors/Executive Directors whom have participated in Collaboration Project activities.
- Obtain recommendations for future directions from both Utah's Early Childhood Professionals and Utah Head Start Directors/Executive Directors.

Methods for achieving these objectives included:

- Surveying Utah's Early Childhood Professionals and Utah Head Start Directors/Executive Directors via email/mail, using a questionnaire to evaluate the Collaboration Office's success in meeting the three primary goals during the 2003-2004 grant period.
- Analyzing and synthesizing those results into recommendations for future plans.
- Summarizing data in a final report that includes evaluations and recommendations for future directions.

### ***Evaluation Surveys***

Surveys were sent to both Utah's Early Childhood Professionals and to Utah Head Start Directors/Executive Directors.

Surveys were sent to seventeen Utah Early Childhood Professionals collaborating with the Utah Head Start-State Collaboration Office during the period of 2003 - 2004. The surveys were sent (emailed) to respondents with a letter of introduction in May 2004 and again in June 2004, with a final hardcopy mailed in July 2004, to those who had not responded to the emailed surveys. Six surveys were returned from the Utah Early Childhood Professionals, representing a return rate of 35 percent (Survey included in Appendix A).

Surveys were sent to twelve Utah Head Start Directors/Executive Directors collaborating with the UHS-SCO during the period 2003-2004. The surveys were sent (emailed) to respondents with a letter of introduction in May 2004 and again in June 2004, with a final hardcopy mailed in July 2004 to those who had not responded to the emailed surveys. Five surveys were returned from the Utah Head Start Directors/Executive Directors, representing a return rate of 42 percent (Survey included in Appendix A).

## **Findings**

### ***Respondent Description and Stakeholder Representation for Utah Early Childhood Professionals***

Utah's Early Childhood Professionals were asked to describe their experience working with the UHS-SCO in building early childhood systems and access to comprehensive services for all low-income children in Utah (Goal #1), in encouraging collaboration between Head Start programs and other programs, services, and initiatives (Goal #2), and in facilitating the involvement of Head Start programs in the development of state policies, plans, processes, and decisions affecting the Head Start population and other low-income families (Goal #3), during the 2003–2004 grant timeframe. In addition, respondents were asked to discuss which strategies used by the UHS-SCO to attain the three collaboration goals had been effective and should be continued and what partnerships should be further developed or established. This information was used to

assist in interpreting responses that varied based on the area of early childhood specialization the respondents were working in and to evaluate UHS-SCO outcomes as they related to the three primary goals of the UHS-SCO. Respondents were also asked to provide their input into the future directions for the Utah Head Start-State Collaboration Office by rating the importance of activities accomplished during the 2003-2004 project period and by providing input as to additional accomplishments that should be achieved during the upcoming year (2004-2005).

### ***Rating Scales for Utah Early Childhood Professionals***

The survey sent to Utah Early Childhood Professionals included a rating scale to determine the effectiveness of the UHS-SCO related to each of the three fundamental goals. The tables below contain all of the related comments that were made by respondents. These data are useful in determining where resources have been effectively allocated and/or where reallocation of limited resources should be considered. The rating scale used to collect that information was:

**Scale:** 0= I do not have information sufficient to answer this question,  
1= Never,  
2= Rarely,  
3= Half of the time,  
4= Most of the time,  
5= Always.

<b>Scale of 0 - 5 (Mean) 4.5</b>	<b>1. Please evaluate the degree to which the UHS-SCO has achieved Goal #1: Building early childhood systems and access to comprehensive services for all low-income children in Utah.</b>
<b>1a. Please describe your experience working with the UHS-SCO in building early childhood systems and access to comprehensive services for all low-income children in Utah.</b>	
Janna has taken the initiative to begin work on a collaborative agreement between the Utah Head Start Association and the Division of Child and Family Services. This is extremely important since Head Start staff are mandated reporters and since they may be working with families with open child protective cases. Similarly, Head Start is an excellent resource for child protective specialists and an agreement can help assure all children with open child protective service cases who may be eligible for Head Start are referred.	
The UHS-SCP has been very responsive to the needs of the state in building an infrastructure that will lead to a more comprehensive approach to state wide system building. Examples include: Funding for local Early Childhood Councils, support of the Utah Early Childhood Councils, support of the Utah Early Childhood Council, inclusion of Head Start data in the Kids Count document and more recently, the Supplemental Funding Grant that will benefit all Early childhood Professionals in the state by improving access to training which in effect will benefit children of lesser income throughout the state.	
The Project has been very involved in comprehensive services initiatives including the Early Childhood Council Blueprint as well as funding and promoting literacy efforts and local early childhood councils.	
I have worked on collaboration projects in Southern Utah – the Collaboration Conference, Collaborative Training (Child Care, Head Start, Early Head Start, & Early Intervention), and College Degree Articulation of Training.	
Worked to create the Blueprint and in support of local Early Childhood Councils.	

<b>1a. Continued.</b>
I believe that the Project has worked hard to contribute to building early childhood systems, but has been weak in the area of understanding the health care system - to help build linkages with other components of the system. I would like to see the project spend time learning about various components of the health system so that the responsibility in this area can be better met.
<b>1b. What strategies used by the UHS-SCO to build early childhood systems and access to comprehensive services for all low-income children in Utah do you think have been effective and would like to see continued? Why?</b>
I am new to my position and don't know the history, but see the potential in the pending DCFS-Head start agreement.
The Project used the effective strategy of providing funding, working on committees, and meeting with partner agencies. More importantly, the Project brought system partners together, in the same room, to work on specific issues such as WIC and professional development.
Conferences and training opportunities that bring agencies together. In rural Utah, working together helps spread resources further.
<ol style="list-style-type: none"> <li>1. Continued funding of local councils in an effort to further strengthen the early childhood community/systems at the local level. This will enable communities to maximize their resources and better serve children, families, and early childhood professionals in their community. This is especially important in the rural areas where services are limited.</li> <li>2. Continue the work started in Utah's Blueprint for Progress at both a state and local level through the Early Childhood Council (I am concerned that the focus of the Council has shifted away from the Blueprint).</li> <li>3. Continued collaboration with Head Start and the Kids Count data because this provides a much needed "voice" for the plight of Head Start children and families.</li> </ol>
The Project facilitated a meeting between the Head Start programs and the state WIC program on accessing data. This resulted in WIC developing a MOA with each Head Start program to share WIC data with Head Start.
MOU's /Interagency Agreements.
<b>1c. What current partnership needs in building early childhood systems and access to comprehensive services for all low-income children in Utah would you like to see further developed or established? Why?</b>
I would like to bring Head Start to the table where new CAPTA requirements are being discussed re: referral of all children under age 3 with substantiated cases of abuse to Part C early intervention (Baby Watch). Early Head Start can be an alternative resource for families involved in child maltreatment, and Head Start may be able to inform the concept using an initial developmental screening before referral to Baby Watch is made.
<ol style="list-style-type: none"> <li>1. Further develop partnerships with Institutes of Higher Education</li> <li>2. Establish a partnership with entities that educate and inform state legislators on issues relating to Head Start and early childhood in Utah. The benefit of this would be to ensure that legislators are knowledgeable about the benefits Head Start provides Utah (services, economic savings, jobs, etc.)</li> </ol>
I would like to see the Project explore what other state Projects are doing to create partnerships and build systems.
I would like to see colleges and universities <u>accept</u> or provide training that will prepare students for jobs in Child Care, Head Start, Early Head Start, Early Intervention, etc.
I would like the project to prioritize learning about local health department and community health center roles and responsibilities, as well as Department of Health programs that deal with early childhood populations, such as Medicaid (CHEC), CHIP, home visiting, immunizations, etc. These are critical resources for children and families in Head Start.



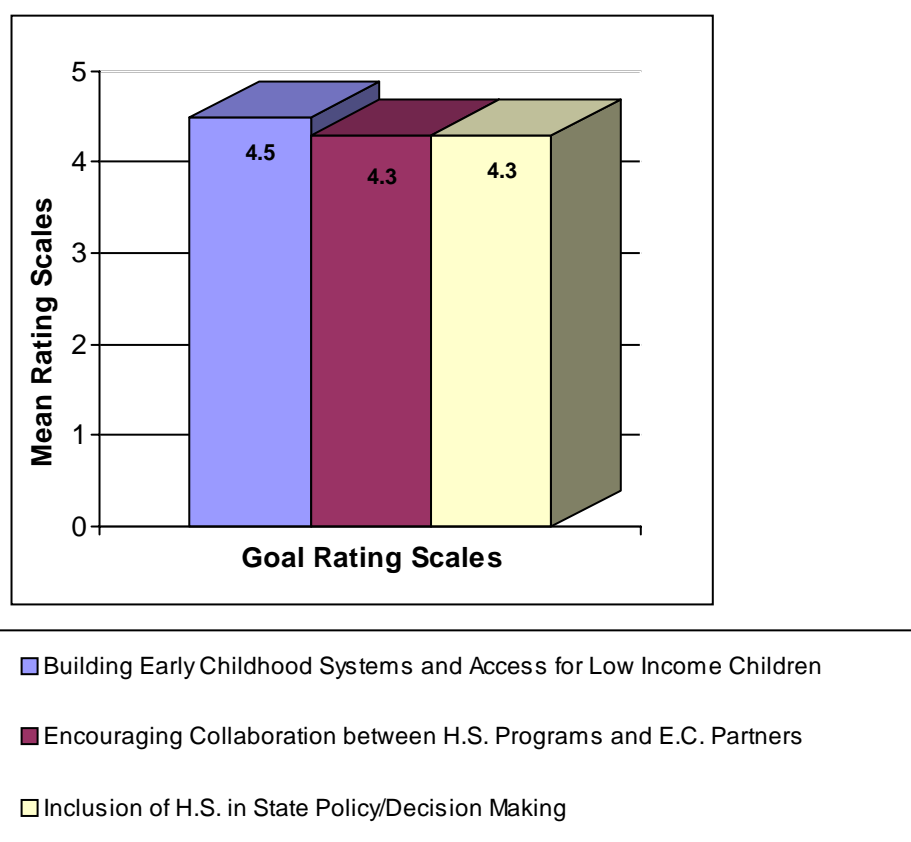
<p><b>Scale of 0 - 5 (Mean) 4.3</b></p>	<p><b>2. Please evaluate the degree to which the UHS-SCO has achieved Goal #2: Encouraging widespread collaboration between Head Start programs and other appropriate programs, services and initiatives.</b></p>
<p><b>2a. Please describe your experience working with the UHS-SCO in encouraging collaboration between Head Start programs and other programs, services, and initiatives.</b></p>	
<p>The Project is involved in many collaborative efforts. The Director worked on the Read With A Child Initiative, the Oral Health Task Force, and other initiatives. The director worked with Voices for Utah Children to incorporate Head Start data into the Utah Kids Count Book.</p>	
<p>The Head Start–State Collaboration director has been instrumental in building partnership agreements throughout the state. The organization of Memorandums of Understanding (MOU’s) and Partnership Agreements in the “<u>Utah State-Level Interagency Agreements</u>” was recognized at the regional level as a model for other states to emulate.</p>	
<p>I have been most involved with the Collaboration Office in the Early Childhood Council, The Head Start Professional Development Task Force, building and expanding the role of the Head Start TA Network, the Governor’s Literacy Initiative, and the Utah Family Center. In my opinion, the director, Janna Forsgren, consistently demonstrates an exemplary level of competence, professionalism, and leadership. Janna has an innate ability to see the “big picture” and consider outcomes from many different angles. She truly is a visionary as well as a strong leader. The Head Start State-Collaboration Office is a valuable asset to the state of Utah.</p>	
<p>I think that the collaboration project has been key to the development of collaboration in Southern Utah. Our conference has provided an avenue for a huge shift in peoples understanding and willingness to collaborate.</p>	
<p>I think this effort has been strong related to education, child care, and parent support, but weak in the area of health and wellness for children and families enrolled in Head Start. I see the Project as functioning independently of related programs, which doesn’t demonstrate collaboration within the agency responsible for the Project’s grant.</p>	
<p>The WIC MOU – participated in meetings arranged by the Collaboration Project Director to come to consensus on this MOU. The Collaboration Project encourages and provides Head Start representation on state level committees ie., Office of Childcare Advisory Board.</p>	
<p><b>2b. What strategies used by the UHS-SCO to encourage collaboration between Head Start programs and other programs, services, and initiatives do you think have been effective and would like to see continued? Why?</b></p>	
<p>In addition to what I have already mentioned, I believe the UHS-SCP was instrumental in getting Head Start stats into the Utah Kids Count book. Very Useful.</p>	

<b>2b. Continued.</b>	
The Head Start-State Collaboration Director has consistently used group consensus when making decisions and establishing partnerships. Though this process takes time, often considerably more time than a top down approach, it takes a very skilled individual to work effectively using this capacity building method of bringing all partners together as a unified voice. I applaud the work of the Collaboration Office and the manner/method of approaching partnerships and building capacity among the early childhood community.	
The Project facilitated a meeting with Head Start program representatives and representatives of some other programs and agencies to develop ideas for the Supplemental Funds. That type of meeting between Head Start representatives and other agencies seemed to be an effective way to bring partners together to explore interests and common goals. Individual meetings with the Director and partners seem to be less effective and should be used to supplement, rather than replace, larger meetings with partners to discuss Head Start and system issues.	
Mainly the conference because without the Project, it wouldn't exist. Also funding for Local Councils and more use of teleconferencing.	
Again the WIC MOU - it maximized resources and avoided duplication of services.	
<b>2c. What partnerships for encouraging collaboration between Head Start programs and other programs, services, and initiatives would you like to see further developed or established? Why?</b>	
Expansion of Head Start – IDEA Part C and Part B collaboration to maximize opportunities for inclusive placement for young children with disabilities. Cross training for cps staff and Head Start staff within regions.	
As mentioned previously, I believe it is critical to further the work begun by the Early Childhood Council in <i>Utah's Blueprint for Progress</i> document. Many individuals spent a great deal of time developing the document and suggesting methods of implementing the goals set forth in the document. Therefore, I would like to see an emphasis on implementing the long and short-term goals identified in the blueprint. Doing so will further strengthen Utah's early childhood community.	
In addition, I would like to see an organized method of approaching professional development in Head Start. Universities are eager to work with Head Start staff. I would like to see further development of articulation agreements and more partnering between Head Start and institutes of higher education.	
It might be advantageous for the Head Start Association to invite state-level programs, such as the Office of Child Care and Licensing, to their meetings to discuss common issues face-to-face. The Collaboration Project Director should facilitate this by providing contact information to the Association and assisting with arrangements. This would help the Association and individual Head Start programs work more directly with partners to solve local issues. The Project Director could then facilitate follow-up with the partners after these initial meetings.	
Local forums to talk about possibilities for collaboration. Mesh training with colleges/agencies.	
Even Start – we have a start. PTA – we have a start. DWS.	

Scale of 0 - 5 (Mean) 4.3	<b>3. Please evaluate the degree to which the UHS-SCO has achieved Goal #3: Facilitate the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.</b>
<b>3a. Please describe your experience working with the UHS-SCO in facilitating the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.</b>	
See above, especially re: kids count.	

<b>3a. Continued.</b>
The project worked with WIC and Head Start programs to develop a memorandum of understanding.
Worked on the Blueprint, member of the Early Childhood Council, worked to establish the local Early Childhood Council, worked to provide the Early Childhood conference in Southern Utah, worked to articulate training to Dixie College.
I think that the Project played a facilitative role in enabling Head Start programs to get data from WIC, which will save an enormous amount of time. Fortunately, WIC saw a potential solution to the data sharing problems and barriers by not only developing a MOA with each Head Start agency, but also by developing a strategy for the state to provide the data, thus saving parents of Head Start children from the burden of trying to get the data from the local agency.
State Early Childhood Council, Utah's Early Childhood Blueprint for Progress, meetings with DWS, TANF eligibility training and MOU, labels for recruiting.
<b>3b. What strategies used by the UHS-SCO to facilitate the involvement of Head Start programs in the development of State policies, plans and processes and decisions affecting the Head Start population and other low-income families do you think have been effective and would like to see continued? Why?</b>
I think that we are doing a good job of promoting accessibility of programs to parents – families are aware of services – so continue this and work at meshing services more. Also, increasing awareness of the early childhood years on the legislative level.
The project used the effective strategy of bringing Head Start programs and WIC together to work out issues and develop a common understanding and plan.
Most recently I observed the process in which the UHSSC Director surveyed key stakeholders in early childhood professional development. She then compiled the results of the surveys and conducted a meeting in which stakeholders provided suggestions on the utilization of the HS Supplemental grant funding. I was impressed with how effective this process was in prioritizing and identifying professional development needs. Overall, a great deal was accomplished in a very short amount of time which will result in building an infrastructure for EC Professional Development that can be sustained after the funding is depleted.
Advocacy training by Utah Children, arranged by the Collaboration Director. Head Start information included in the Kids Count Data that is given to legislators.
<b>3c. What partnerships for facilitating the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families do you think needs to be further developed or established? Why?</b>
Involvement of Head Start parents in educating the legislature about child protective and family rights bills.
Partnerships with Institutes of Higher Education.
The project could facilitate meetings with Head Start and other agencies, based on needs identified through the PIR Data, to work on specific issues.
Trying to house all early childhood programs in a funded state early childhood entity.
I would like to see the Project identify the health needs of children and families in Head Start, such as access, insurance, etc. in a systematic way so that the project can involve Head Start programs and the Project know the ins and outs of CHEC, CHIP, programs that might be available for parents, such as PCN? If a child in Head Start has a health care need and is enrolled in Medicaid - what role could a Head Start program play in helping the family get the needed services for the child?

These responses from Utah Early Childhood Professionals indicate the success the UHS-SCO has had in building early childhood systems and access to comprehensive services for all low income children, in encouraging widespread collaboration between Head Start programs and other appropriate programs, services, and initiatives, and in facilitating the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families. Respondent comments also point out that the UHS-SCO should continue with infrastructure building activities that result in a more comprehensive approach to statewide system building including continued support of local Early Childhood Councils, improving access to training which will better prepare early childhood professionals for work in Head Start and other early childhood programs, and continued work on partnership agreements.



**Figure 1.** Evaluating the Collaboration Office's Effectiveness

### ***Input into the 2004-2005 Utah Head Start-State Collaboration***

#### ***Office Work Plans by Utah Early Childhood Professionals***

In addition to evaluating the Collaboration Office's effectiveness, Utah Early Childhood Professionals were asked to rank order the most important activities accomplished during 2003-2004. Finally, they were asked if there are other accomplishments they thought were important for the UHS-SCO to achieve during the 2004-2005 fiscal year. The rankings and comments are listed in the tables that follow and include all responses. The columns represent each respondent's reply. Only five of the six respondents completed this section.

### **INPUT INTO THE 2004-2005 CONTINUATION GRANT APPLICATION OF THE UTAH HEAD START-STATE COLLABORATION OFFICE .**

Please provide your input into future directions for the Utah Head Start-State Collaboration Office by rating the activities listed below. The UHS-SCO will incorporate this information into the 2004-2005 work plan.

<b>Ranking</b>					<b>1. The following activities were accomplished during 2003-2004. From your perspective, please rate the 5 most important on the list (1=most important, 5=least important).</b>
	1	4	1	2	• Assistance with the implementation of Utah's Early Childhood Blueprint for Progress
4	2	2	2	3	• Funding for Early childhood Regional Councils
5	4	5		4	• The collection and inclusion of Head Start data in the Utah Kids Count Data Book
		3			• The UHS-SCO's work to promote Governor Walkers' "Read Utah" initiative.
			5	5	• Distribution of state level resource information to Head Start programs
1	3	1	3	1	• Development of state level agreements and memorandums of understanding (ie., WIC, DHS, PTA) on behalf of Head Start
					• Funding for Head Start literacy development opportunities
2					• Providing local onsite support for implementation of action plans from the Oral Health Forum at Head Start Programs statewide
3	5		4		• Identifying health and mental health issues and resources for Head Start families throughout the state

### **Are there other accomplishments you think are important for the UHS-SCO to achieve during the 2004-2005 fiscal year?**

Increase opportunities for inclusion of children with disabilities in Head Start, increase collaboration with child protective services and other DCFS services, and facilitate Head Start involvement in April Child Abuse Prevention month activities.

Partnerships with institutes of higher education, continue the work already established (Kids Count, Literacy, etc.), coordinated efforts between the UHS-SC office and TA Network.

I actually feel that all of the boxes I ranked (column 6 above) are "1's". All very important.

### ***Respondent Descriptions and Stakeholder Representation for Head Start Directors/Executive Directors***

Head Start Directors/Executive Directors were also asked to describe their experience working with the UHS-SCO in building early childhood systems and access to comprehensive services for all low-income children in Utah (Goal #1), in encouraging collaboration between Head Start programs and other programs, services, and initiatives (Goal #2), and in facilitating the

involvement of Head Start programs in the development of state policies, plans, processes, and decisions affecting the Head Start population and other low-income families (Goal #3), during the 2003–2004 grant year. In addition, respondents were asked to discuss which strategies used by the UHS-SCO to attain the three collaboration goals had been effective and should be continued and what partnerships should be further developed or established. Respondents were also asked to provide their input into the future directions for the Utah Head Start-State Collaboration Office by rating the importance of activities accomplished during the 2003-2004 project period and by providing input as to additional accomplishments that should be achieved during the upcoming year (2004-2005). The following types of Head Start programs were represented; Early Head Start, Head Start.

### ***Rating Scales for Head Start Directors/Executive Directors***

Head Start Directors/Executive Directors were given the same survey as the Early Childhood Professionals. It included a rating scale to determine the effectiveness of the Collaboration Office related to each of the three fundamental collaboration goals. The tables below contain a mean for each goal and all of the related comments to subsequent questions under each goal that were made by respondents. These data are useful in determining where resources have been effectively allocated and/or where reallocation of limited resources should be considered. The rating scale used to collect that information was:

**Scale:** 0= I do not have information sufficient to answer this question,  
 1= Never,  
 2= Rarely,  
 3= Half of the time,  
 4= Most of the time,  
 5= Always.

<b>Scale of 0 - 5 (Mean) 4.0</b>	<b>1. Please evaluate the degree to which the UHS-SCO has achieved Goal #1: Building early childhood systems and access to comprehensive services for all low-income children in Utah.</b>
<b>1a. Please describe your experience working with the UHS-SCO in building early childhood systems and access to comprehensive services for all low-income children in Utah.</b>	
My experience has always been extremely favorable. Janna has always been so supportive and helpful.	
The Early Childhood Summit, Oral Health Summit, and WIC State/Local Contracts.	
Having Head Start information in the Voices for Utah Children's Kids Count data book makes it easier for those of us who write grants to get the information we need to bring additional services to Utah. Janna's work with the State Committee, and sharing this information with those of us in programs, has been very helpful.	
The state collaboration project has created a "Blue Print for Action" for the early childhood communities. This "blueprint" provides a broad framework for early childhood agencies to collaborate services. In addition, local early childhood coordinating councils funded by the collaboration grant, provide access for local communities to be their partners and meet local needs.	

**1a. Continued.**

I am aware of efforts with the following state agencies through interagency agreements that have already been drafted:

- Services for children with disabilities ✓
- PTA
- Utah Department of Workforce Services ✓
- WIC
- Early Learning Literacy Initiative ✓
- Opening Utah's Doors Project
- Professional Dev. Career Ladder Program
- Utah KIDS COUNT Data Book
- USIIS ✓
- Care-A-Van
- Health Access Project

These agreements give our program the ability to facilitate accessibility of services for families. Although ours is a fairly new program we have already made use of those I have checked off.

**1b. What strategies used by the UHS-SCO to build early childhood systems and access to comprehensive services for all low-income children in Utah do you think have been effective and would like to see continued? Why?**

The level of communication in terms of quality and frequency by the UHS-SCP Director has been outstanding. Providing our program with current information about communication between agencies at a state level has given our program the ability to know that we don't have to reinvent that process and that the stage has been set for us to partner with local agencies more efficiently.

Helping programs identify resources for additional funding opportunities that help develop programs in times of limited funding. The funding for literacy development was so beneficial to our program. We valued the dollars and services we could implement.

Written partnerships with state/local agencies – it makes the local level partner with us.

The "Blue Print for Action", local coordinating councils, and the MOU with the Department of Workforce Services.

**1c. What current partnership needs in building early childhood systems and access to comprehensive services for all low-income children in Utah would you like to see further developed or established? Why?**

The Mental Health area is one arena we are in the process of shaping in our program through local collaborations. As our Family Specialists do home visits with families, we are finding that this is an area of need.

Office of Child Care. DWFS – Head Start FPA sharing.

The Utah Early Childhood Conference Committee. In an effort to assist low-income children with services, the Head Start community needs to be seen, and be part of the Early Childhood Community. This is a state-wide conference with approximately 1400 participants. May of the attendees are Head Start staff. Because this is a state level training conference, I believe it is critical for the State Collaboration project to participate fully.

<b>Scale of 0 - 5 (Mean) 4.4</b>	<b>2. Please evaluate the degree to which the UHS-SCO has achieved Goal #2: Encouraging widespread collaboration between Head Start programs and other appropriate programs, services and initiatives.</b>
<b>2a. Please describe your experience working with the UHS-SCO in encouraging collaboration between Head Start programs and other programs, services, and initiatives.</b>	
<p>I have seen collaboration between HS programs increase through their participation in the UHSA quarterly meetings. This is one forum where for 2 days HS programs are focused on committee work that allows them the opportunity to share information within the following groups represented: Parents, Staff and Directors. The participation of UHS-SCP through this forum has been essential to the work of increasing collaboration between Head Start Programs. During the UHSA meeting, community resources, services and initiatives are presented and the groups have an opportunity to bring back this information to their programs, which provides for a dual purpose.</p>	
<p>Janna has always been so helpful in encouraging collaborations. We have used her to help with statewide WIC agreements and systems development, and also literacy initiatives and youth initiatives.</p>	
<p>I attended many meetings. We were asked for input into written agreements.</p>	
<p>The Director has worked hard to establish statewide agreements for Utah Head Start programs. The agreements have now been placed in a book and distributed to all programs. We refer to this often as we are communicating with local groups.</p>	
<p>Initial contacts are regularly made, such as:</p> <ul style="list-style-type: none"> <li>• PTA</li> <li>• DWS</li> <li>• WIC</li> <li>• Dental</li> </ul>	
<b>2b. What strategies used by the UHS-SCO to encourage collaboration between Head Start programs and other programs, services, and initiatives do you think have been effective and would like to see continued? Why?</b>	
<p>Other than receiving information from UHS-SCP via email, this is (the UHSA quarterly meetings) an effective forum to bring the programs state wide up-to-date and give programs an opportunity to respond in person to the UHS-SCP Director.</p>	
<p>Janna has contact people in state agencies and has the ability to get all of the right people together to problem solve and develop proactive plans.</p>	
<p>Collaboration summits and meetings.</p>	
<p>Continued work with statewide organizations. It is very helpful to bring agency 'folks' into State Head Start Assn. Meetings or Director Meetings. In this way, we become more familiar with the services they offer that can benefit Head Start families and the presenters become more familiar with Head Start.</p>	
<b>2c. What partnerships for encouraging collaboration between Head Start programs and other programs, services, and initiatives would you like to see further developed or established? Why?</b>	
<p>Partnerships with Universities – to help establish Family Advocate Certification.</p>	
<p>Division of Child and Family Services. We would like the organizational charts for DCFS and maybe have a spokesperson come to an association meeting. An organizational chart with contact information for local programs for the PTA would be helpful also.</p>	



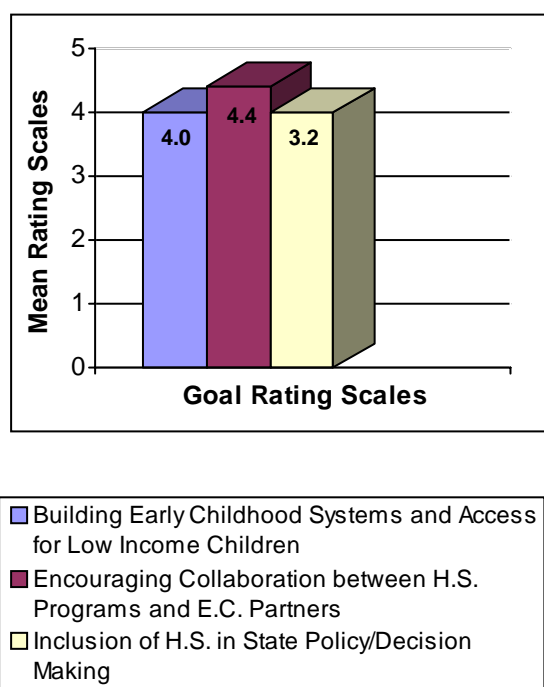
**2c. Continued.**

Some programs, depending on location, share similar issues that they are assisting their program participants with. Our program staff indicated that the following are issues they are having more difficulty assisting families with:

- The availability of employment services; families need assistance with resume-writing, filling out applications, job experience training
- Mental Health services for monolingual families especially grief counseling
- Assistance with Neighborhood housing that includes assistance with housing purchase
- Credit counseling
- Drop-in daycare / respite
- Legal services for family issues, domestic violence, landlord mediation
- Transportation resources

<p><b>Scale of 0 - 5 (Mean) 3.2</b></p>	<p><b>3. Facilitate the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.</b></p>
<p><b>3a. Please describe your experience working with the UHS-SCO in facilitating the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.</b></p>	
<p>I am aware of the efforts that have been made in the area of childcare. We are the next generation of programs that are now benefiting by what has been paved and are appreciative of those efforts.</p>	
<p>Janna is able to maintain the perfect balance between Head Start and state policies. She is able to develop a win-win situation.</p>	
<p>Office attends meetings to represent us, but information is not always shared back.</p>	
<p>The State Head Start Assn., in consultation with the Collaboration Director, is developing plans to further enhance Early Childhood Development training and other services in Utah. Janna is also an active member of the State Early Childhood Committee.</p>	
<p>State plans like the "Blueprint for Action" are great. I don't have information on the Collaboration Project's involvement in the development of state policies.</p>	
<p><b>3b. What strategies used by the UHS-SCO to facilitate the involvement of Head Start programs in the development of State policies, plans and processes and decisions affecting the Head Start population and other low-income families do you think have been effective and would like to see continued? Why?</b></p>	
<p>Continue with what has currently been established by the Director of UHS-SCP, as well as the method of communication that has occurred with HS programs. This seems to be working well.</p>	
<p>For our program the WIC agreement. We have been able to streamline services because of systems development that came from her help.</p>	
<p>The web site was helpful, but it is no longer. It helps inform others about us.</p>	
<p>The director's reports at quarterly state association meetings are valuable as is having her at the meetings to contribute ideas and suggestions.</p>	
<p><b>3c. What partnerships for facilitating the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families do you think needs to be further developed or established? Why?</b></p>	
<p>First we would need to see what seems to be a priority among most programs in the state in terms of services to low-income families.</p>	
<p>I would like to see if there is even more that we can do to collaborate with the state health department.</p>	
<p>University partnership to build/upkeep website.</p>	

Responses from the Utah Head Start Directors/Executive Directors point to the success the Collaboration Office has achieved in creating a state level presence for Head Start programs in Utah, in encouraging state level collaboration between Head Start and early childhood partners/agencies. The overall rating on the third goal - facilitating inclusion of Head Start in the development of state level policies and decision making, was rated lowest, as one respondent did not have sufficient information to answer this question. There was one rating of “0” (I do not have information sufficient to answer this question) that was not included in the mean calculation. However, this information may indicate that one of the next steps should be to evaluate how information about the UHS-SCO’s involvement in the development of state policies, plans and processes is being sent/received by Utah Head Start Directors/Executive Directors and whether this process should be modified in some way.



**Figure 2.** Evaluating the Collaboration Office’s Effectiveness

***Input into the 2004-2005 Utah Head Start-State Collaboration***

***Office Work Plans by Head Start Directors/Executive Directors***

In addition to evaluating the Collaboration Project's effectiveness, Head start Directors/Executive Directors were asked to rank order the most important activities accomplished during 2003-2004. Finally, they were asked if there are other accomplishments they thought were important for the UHS-SCO to achieve during the 2004-2005 fiscal year. The rankings and comments are listed in the tables that follow and include all responses. The columns represent each respondent's reply.

**INPUT INTO THE 2004-2005 CONTINUATION GRANT APPLICATION OF THE UTAH HEAD START-STATE COLLABORATION OFFICE.**

Please provide your input into future directions for the Utah Head Start-State Collaboration Office by rating the activities listed below. The UHS-SCO will incorporate this information into the 2004-2005 work plan.

<b>Ranking</b>					<b>1. The following activities were accomplished during 2003-2004. From your perspective, please rate the 5 most important on the list (1=most important, 5=least important).</b>
1		5		1	• Assistance with the implementation of Utah's Early Childhood Blueprint for Progress
		2	1	2	• Funding for Early Childhood Regional Councils
5	3	4			• The collection and inclusion of Head Start data in the Utah Kids Count Data Book
			5		• The UHS-SCO's work to promote Governor Walkers' "Read Utah" initiative
	4	3	3		• Distribution of state level resource information to Head Start programs
2	2	1	2	4	• Development of state level agreements and memorandums of understanding (ie., WIC, DHS, PTA) on behalf of Head Start
	1			3	• Funding for Head Start literacy development opportunities
4	5		4	5	• Providing local onsite support for implementation of action plans from the Oral Health Forum at Head Start Programs statewide
3					• Identifying health and mental health issues and resources for Head Start families throughout the state

**Are there other accomplishments you think are important for the UHS-SCO to achieve during the 2004-2005 fiscal year?**

Continue to work on the four Summit Goals from the "Utah's Early Childhood Blueprint for Progress".

Janna is doing a great job! We have enjoyed working with her. I appreciate her dedication, hard work, helpful, and positive attitude.

Although it was great having Head Start data included in the Utah Kids Count Data Book, I think it is absolutely critical that the collaboration project continue to produce the Head Start Program Profile. Our program was asked several times this year for data specifically on Head Start from donors, foundations and politicians.

## **Utah Head Start-State Collaboration Office Benefits**

A number of extremely positive and effective strategies or activities were developed over the past year. The development and distribution of Utah's Early Childhood Blueprint for Progress has proven to be a very positive way of establishing Head Start as a key player in the early childhood community while promoting collaboration between agencies, schools, and health centers for the benefit of young children and their families. Ultimately, this has resulted in a more seamless access to services by Head Start children and their families, while continuing to create a viable presence for Head Start at the state level. In addition, the collection and inclusion of Head Start data in the Utah KIDS COUNT Data Book has provided information which has been used for grant writing activities in order to bring additional services to children and families.

Important progress has also been made by the Collaboration Office in working to establish state level agreements and memorandums of understanding between Head Start Programs and State agencies. Not only has this work brought key players from diverse groups together, but it has helped eliminate service gaps by creating agreements that have improved service delivery systems for children and their families. Information about these agreements and memorandums has also been distributed to all Head Start programs in Utah, thereby enabling Head Start staff to access this important information and integrate it into family service plans.

Continued funding and support for local early childhood councils was mentioned numerous times as an extremely important activity. This has enabled local Head Start staff, families and collaborative partners to work together to better meet local needs. In addition it has facilitated state level collaboration information sharing with local early childhood councils. As a result of this work, coordination activities at the local level have increased and communities have maximized their resources to better serve children, families, and early childhood professionals.

## **Utah Head Start-State Collaboration Office Challenges**

The role of the Head Start-State Collaboration Director requires a continual need to consider the "big picture" and consider outcomes from many different angles. The development of the competencies needed to provide professional leadership from this visionary perspective is a continual challenge at both the state and local level.

Public education about the Collaboration Director's role and how the accomplishments, particularly in the development of State policies, plans and decisions affecting the Head Start population and other low-income families, continues to be a challenge. The development and distribution of public education materials for Head Start needs to be continually and carefully evaluated and developed, so that those involved have a better understanding of Head Start and see the importance of working to build stronger partnerships.

The Collaboration Office's success is somewhat personality-dependent as people and relationships are the currency used to conduct business. The level of support received from high-level officials, state level agencies and Head Start programs and their willingness to participate in collaboration affects the success of the Collaboration Office.

## **Recommendations and Next Steps**

While the UHS-SCO has made significant gains over the last seven years in building an early childhood infrastructure in Utah, respondent comments point out that the Collaboration Office should continue with infrastructure building activities that result in a more comprehensive approach to statewide system building that will result in a more seamless delivery system of services for children and their families. This process should include: 1) continued support of local early childhood councils; 2) improving access to training which will better prepare early childhood professionals for work in Head Start and other early childhood programs by continuing to build partnerships with institutes of higher education; and 3) continued work on partnership agreements.

Additional recommendations to the UHS-SCO for the upcoming grant period included: 1) finding more opportunities for inclusion of children with disabilities in Head Start; 2) increasing collaboration with child protective services and other DCFS services; 3) facilitating Head Start involvement in April Child Abuse Prevention month activities; and 4) identifying health and mental health issues and resources for Head Start families throughout the state.

A number of comments also indicated that the UHS-SCO should continue to actively participate in many of the areas of work already established such as Head Start participation in the Utah KIDS COUNT Data Book, efforts to promote and increase literacy, and coordinated efforts between the UHS-SCO and the Head Start Technical Assistance Network.

The UHS-SCO should also review how distribution of state level resource information to local Head Start programs is accomplished and evaluate how information about the UHS-SCO's involvement in the development of state policies, plans and processes is being sent/utilized by Utah Head Start Directors/Executive Directors to determine if this process is effective or should be modified in some way.

The Collaboration Director will continue to develop flexible annual work plans, which will enable the project to move with the ever-shifting department and political priorities within the State and federal priorities with Head Start-State Collaboration Offices.

While assisting at building a coordinated early childhood system for Utah, the Collaboration Director will continue to invite and include representatives from health care, child care, education, and social services at the state level. The Collaboration Director will continually evaluate representation to ensure that all components of comprehensive services for children and families are represented. During this ongoing collaboration process new partners will be included to ensure that all stakeholders feel ownership and commitment to working together toward a shared vision.

The Utah Head Start-State Collaboration Director will continue to work with the following State Departments, agencies, and organizations in order to enhance the ability of Utah children to enter school healthy and ready to learn:

- Utah Office of Child Care to increase access to quality child care services for families;
- Utah State Office of Education to increase access to preschool programs for children, including services for children with disabilities, and to increase coordination with school districts;
- Utah Department of Health to increase access to health, mental health, and dental services, including services for children with disabilities and special health care needs, for families;
- Utah Department of Workforce Services to facilitate coordination of temporary services for needy families and assist families in acquiring the ability to provide for their basic needs;
- Utah Department of Human Services to increase mental health services for children and families, and protection services for children;
- Utah Early Childhood Council and the Utah Kids Link Project to coordinate and improve long-range, comprehensive early childhood systems building efforts; and
- Utah Children to coordinate child advocacy activities.

## Appendix A

**Evaluation of the Utah Head Start-State Collaboration Office Activities:  
Fiscal Year October 1, 2003 – September 30, 2004.**

The **Utah Head Start-State Collaboration Office (UHS-SCO)** is working to evaluate 2003-2004 outcomes as they relate to the three primary goals of the UHS-SCO.

**The information you provide will be used by the UHS-SCO to evaluate 2003-2004 outcomes and to plan for 2004-2005 goals and activities.**



**Please provide your evaluation of the three goals listed:**

**Goal # 1: Building early childhood systems and access to comprehensive services for all low-income children in Utah.**

Evaluate the degree to which the UHS-SCO has achieved Goal #1:	I don't have sufficient information to answer this question	Never	Rarely	Half of the time	Most of the time	Always
<b>Building Early Childhood Systems and access to comprehensive services for all low-income children in Utah.</b>	0	1	2	3	4	5

Please describe your experience working with the UHS-SCO in building early childhood systems and access to comprehensive services for all low-income children in Utah.

What strategies used by the UHS-SCO to build early childhood systems and access to comprehensive services for all low-income children in Utah do you think have been effective and would like to see continued? Why?

What current partnership needs in building early childhood systems and access to comprehensive services for all low-income children in Utah would you like to see further developed or established? Why?

**Goal # 2: Encouraging widespread collaboration between Head Start programs and other appropriate programs, services, and initiatives.**

Evaluate the degree to which the UHS-SCO has achieved Goal #2:	I don't have sufficient information to answer this question	Never	Rarely	Half of the time	Most of the time	Always
<b>Encouraging widespread collaboration between Head Start programs and other appropriate programs, services, and initiatives.</b>	0	1	2	3	4	5

Please describe your experience working with the UHS-SCO in encouraging collaboration between Head Start programs and other programs, services, and initiatives.

What strategies used by the UHS-SCO to encourage collaboration between Head Start programs and other programs, services, and initiatives do you think have been effective and would like to see continued? Why?

What partnerships for encouraging collaboration between Head Start programs and other programs, services, and initiatives would you like to see further developed or established? Why?

**Goal #3: Facilitate the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.**

Evaluate the degree to which the UHS-SCO has achieved Goal #3:	I don't have sufficient information to answer this question	Never	Rarely	Half of the time	Most of the time	Always
<b>Facilitated the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.</b>	0	1	2	3	4	5

Please describe your experience working with the UHS-SCO in facilitating the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families.

What strategies used by the UHS-SCO to facilitate the involvement of Head Start programs in the development of State policies, plans and processes and decisions affecting the Head Start population and other low-income families do you think have been effective and would like to see continued? Why?

What partnerships for facilitating the involvement of Head Start programs in the development of State policies, plans, processes, and decisions affecting the Head Start population and other low-income families do you think needs to be further developed or established? Why?

**INPUT INTO THE 2004-2005 CONTINUATION GRANT APPLICATION OF THE UTAH HEAD START-STATE COLLABORATION OFFICE.**

Please provide your input into future directions for the Utah Head Start-State Collaboration Office by rating the activities listed below. The UHS-SCO will incorporate this information into the 2004-2005 work plan.

**1. The following activities were accomplished during 2003-2004. From your perspective, please rate the 5 most important on the list (1=most important, 5=least important).**

- ☐ Assistance with the implementation of Utah's Early Childhood Blueprint for Progress.
- ☐ Funding for Early Childhood Regional Councils.
- ☐ The collection and inclusion of Head Start data in the Utah Kids Count Data Book.
- ☐ The UHS-SCO's work to promote Governor Walkers' "Read Utah" initiative.
- ☐ Distribution of state level resource information to Head Start Programs.
- ☐ Development of state level agreements and memorandums of understanding (ie., WIC, DHS, PTA) on behalf of Head Start.
- ☐ Funding for Head Start literacy development opportunities.
- ☐ Providing local onsite support for implementation of action plans from the Oral Health Forum at Head Start Programs statewide.
- ☐ Identifying health and mental health issues and resources for Head Start families throughout the state.

**2. Are there other accomplishments you think are important for the UHS-SCO to achieve during the 2004-2005 fiscal year?**

*Thank-you for your support! You will receive a UHS-SCO evaluation summary in October.*